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ABSTRACT

Wisconsin's Department of Public Instruction, in collaboration with Wisconsin citizens, developed academic standards in 12 curricular areas. The dance education standards go beyond emphasizing mastery of individual student areas--they weave five essential characteristics of literate individuals throughout: application of the basics, ability to think, skill in communication, production of quality work, and connections with community. The 10 focus areas for dance education standards are: (1) understanding and demonstrating movement elements and skills in dance; (2) using the body as the instrument of expression and using movement to develop kinesthetic awareness; (3) improvising using movement elements, themes, personal experience, and imagination; (4) creating movement compositions based on choreographic principles, processes, and forms; (5) developing critical and creative thinking through dance experience; (6) understanding the expressive power of dance as a communication form; (7) appreciating dance as an art form; (8) building bridges to other disciplines and cultures; (9) making connections between dance and healthful living; and (10) expanding dance horizons via technology. In each area, content and performance standards are detailed for grades 4, 8, and 12. (SM)

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Wisconsin's Model Academic Standards for Dance

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Foreword

The past two years have been exciting for everyone at the Department of Public Instruction (DPI) as Wisconsin citizens became involved in the development of challenging academic standards in 12 curricular areas. We are now completing one of the most important educational planning efforts in the history of our state. Never before has there been greater discussion about education and what our students should know and be able to do before they graduate from high school.

Effective schools research tells us that one of the most important elements in improving the results of education is being clear about standards. Having clear standards for students and teachers makes it possible to develop rigorous local curricula and valid and reliable assessments. The data from such assessments tells us where we need to place our emphasis as we improve teaching and learning. Being sure that the entire community has input into academic standards is essential if everyone is to have ownership in the education of our students. We are proud that we have developed challenging academic standards not only in the areas traditionally associated with large-scale state and district assessment, but also in subjects where assessment takes place primarily in the classroom.

We believe that these standards will greatly assist parents and educators in preparing students for the twenty-first century. Although Wisconsin has traditionally led the nation in educational excellence, clear statements about what students should know and be able to do are necessary to maintain this strong tradition. My thanks to those of you in all walks of life who have contributed to this important effort.

John T. Benson
State Superintendent

Acknowledgments

Wisconsin's Model Academic Standards would not have been possible without the efforts of many people. Members of the task force freely gave their time and expertise in developing the academic standards. In addition, their employing agencies generously granted them time to work on this initiative. The task force members are

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Introduction

Defining the Academic Standards

What are academic standards? Academic standards specify what students should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards.

- Content standards refer to *what* students should know and be able to do.
- Performance standards tell *how* students will show that they are meeting a standard.
- Proficiency standards indicate *how well* students must perform.

Why are academic standards necessary? Standards serve as rigorous goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. The absence of standards has consequences similar to lack of goals in any pursuit. Without clear goals, students may be unmotivated and confused.

Contemporary society is placing immense academic demands on students. Clear statements about what students must know and be able to do are essential to ensure that our schools offer students the opportunity to acquire the knowledge and skills necessary for success.

Why are state-level academic standards important? Public education is a state responsibility. The state superintendent and legislature must ensure that all children have equal access to high quality educational programs. At a minimum, this requires clear statements of what all children in the state should know and be able to do as well as evidence that students are meeting these expectations. Furthermore, academic standards form a sound basis on which to establish the content of a statewide assessment system.

Why does Wisconsin need its own academic standards? Historically, the citizens of Wisconsin are very serious and thoughtful about education. They expect and receive very high performance from their schools. While educational needs may be similar among states, values differ. Standards should reflect the collective values of the citizens and be tailored to prepare young people for economic opportunities that exist in Wisconsin, the nation, and the world.

Developing the Academic Standards

How were Wisconsin's model academic standards developed? Citizens throughout the state developed the academic standards. The first phase involved educators, parents, board of education members, and business and industry people who produced preliminary content and performance standards in 12 subjects including English language arts, mathematics, science, social studies, visual arts, music, theatre, dance, family and consumer education, foreign language, health education, and physical education. These standards are benchmarked to the end of grades 4, 8, and 12.

The next step required public input aimed at getting information to revise and improve the preliminary standards. This effort included forums and focus groups held throughout the state. The state superintendent used extensive media exposure, including telecommunications through the DPI home page, to ensure the widest possible awareness and participation in standards development.

Each subject had at least two drafts taken to the general public for their review. All comments received serious consideration. Based on this input, the standards were revised to reflect the values of Wisconsin's citizens.

Who wrote the academic standards and what resources were used? Each subject area's academic standards were drafted by teams of educators, parents, board of education members, and business and industry people that were sub-groups of larger task forces. This work was done after reviewing national

standards in the subject area, standards from other states, standards from local Wisconsin school districts, and standards developed by special groups like the nationwide New Standards Project.

How was the public involved in the standards process? The DPI was involved in extensive public engagement activities to gather citizen input on the first two drafts of the academic standards. Over 19 focus group sessions, 16 community forums, and more than 450 presentations at conferences, conventions, and workshops were held. More than 500,000 paper copies of the standards tabloids have been distributed across the state in addition to more than 4,000 citizen visits to the standards on the DPI web page. Input from these activities, along with more than 90 reviews by state and national organizations, provided the writers with feedback on Wisconsin's model academic standards.

Will academic standards be developed in areas other than the 12 areas listed above? Yes, currently the DPI has convened five task forces to begin development of academic standards in agriculture, business, environmental education, marketing, and technology education. Task force members include educators, parents, school board members, and representatives of business and industry. These academic standards will be completed by the start of the 1998-99 school year.

Using the Academic Standards

How will local districts use the academic standards? Adopting these standards is voluntary, not mandatory. Districts may use the academic standards as guides for developing local grade-by-grade level curriculum. Implementing standards may require some school districts to upgrade school and district curriculums. In some cases, this may result in significant changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

What is the difference between academic standards and curriculum? Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of the day-to-day schooling at the local level.

What is the link between statewide academic standards and statewide testing? Statewide academic standards in mathematics, English language arts, science, and social studies determine the scope of statewide testing. While these standards are much broader in content than any single Wisconsin Student Assessment System (WSAS) test, they do describe the range of knowledge and skills that may appear on the tests. If content does not appear in the academic standards, it will not be part of a WSAS test. The statewide standards clarify what must be studied to prepare for WSAS tests. If students have learned all of the material indicated by the standards in the assessed content areas, they should do very well on the state tests.

Relating the Academic Standards to All Students

Parents and educators of students with disabilities, with limited English proficiency (LEP), and with accelerated needs may ask why academic standards are important for their students. Academic standards serve as a valuable basis for establishing meaningful goals as part of each student's developmental progress and demonstration of proficiency. The clarity of academic standards provides meaningful, concrete goals for the achievement of students with exceptional education needs (EEN), LEP, and accelerated needs consistent with all other students.

Academic standards may serve as the foundation for individualized programming decisions for students with EEN, LEP, and accelerated needs. While the vast majority of students with EEN and LEP should be expected to work toward and achieve these standards, accommodations and modifications to help these students reach the achievement goals will need to be individually identified and implemented. For students with EEN, these decisions are made as part of their individualized education program (IEP) plans. Accelerated students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

Clearly, these academic standards are for all students. As our state assessments are aligned with these standards and school districts adopt, adapt, or develop their own standards and multiple measures for determining proficiencies of students, greater accountability for the progress of all students can be assured. In Wisconsin this means all students reaching their full individual potential, every school being accountable, every parent a welcomed partner, every community supportive, and no excuses.

Applying the Academic Standards Across the Curriculum

When community members and employers consider what they want citizens and employees to know and be able to do, they often speak of broad areas of applied knowledge such as communication, thinking, problem solving, and decision making. These areas connect or go beyond the mastery of individual subject areas. As students apply their knowledge both within and across the various curricular areas, they develop the concepts and complex thinking of an educated person.

Community members need these skills to function as responsible citizens. Employers prize those employees who demonstrate these skills because they are people who can continue learning and connect what they have learned to the requirements of a job. College and university faculty recognize the need for these skills as the means of developing the level of understanding that separates the expert from the beginner.

Teachers in every class should expect and encourage the development of these shared applications, both to promote the learning of the subject content and to extend learning across the curriculum. These applications fall into five general categories:

1) **Application of the Basics**

2) **Ability to Think**
   - — Problem solving
   - — Informed decision making
   - — Systems thinking
   - — Critical, creative, and analytical thinking
   - — Imagining places, times, and situations different from one's own
   - — Developing and testing a hypothesis
   - — Transferring learning to new situations

3) **Skill in Communication**
   - — Constructing and defending an argument
   - — Working effectively in groups
   - — Communicating plans and processes for reaching goals
   - — Receiving and acting on instructions, plans, and models
   - — Communicating with a variety of tools and skills

4) **Production of Quality Work**
   - — Acquiring and using information
   - — Creating quality products and performances
   - — Revising products and performances
   - — Developing and pursuing positive goals

5) **Connections with Community**
   - — Recognizing and acting on responsibilities as a citizen
   - — Preparing for work and lifelong learning
   - — Contributing to the aesthetic and cultural life of the community
   - — Seeing oneself and one's community within the state, nation, and world
   - — Contributing and adapting to scientific and technological change

Overview of Dance

Dance has played an important role in history and is a universal human activity. Dance consists of human movement and comes from our innate capacities and impulses to move, to express, to organize, to relate, and to communicate. These basic instincts are apparent throughout history in a great variety of dance styles and forms. Students develop an appreciation and respect for the rich diversity of historical and cultural heritage by studying many different dance styles and the cultural contexts from which these dances derive meaning.

Dance education begins with an awareness of the movement of the body and draws upon the same resources as movement used in everyday life. Dancing for the sheer pleasure of moving evolves into the desire to give form, rhythm, and dynamics to sequences of movement. As students develop skills through exploration, improvisation, problem-solving, and technique, they are able to express and communicate ideas, feelings, and concepts.

When students experience movement in a supportive and enjoyable environment, the skills and knowledge gained can lead to self-confidence. Students grow to understand that they are responsible for making intelligent choices and that self-discipline is a prerequisite to achievement in dance and in life.

As technology expands our ability to communicate in new and different ways, the horizons of dance and possibilities for artistic education and expression seem unlimited.

A: Motor Learning

CONTENT STANDARD

Students in Wisconsin will recognize, understand, and demonstrate movement elements and skills in dance.

Rationale: We move constantly; movement is essential to life. We make instantaneous decisions about the amount of time it takes to complete a specific action, how much space the action needs, and the amount of force or energy we need to complete the given action. The movement elements of time, space, and force or energy are fundamental to all human activity. Dance is composed of human movement and is based on students' natural impulse to move. Students need to become literate in using this natural ability.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

A1: recognize and explore space, time, and force as the three elements of dance

A2: define and maintain personal space and move safely in groups throughout the general space

A3: demonstrate eight basic foot locomotor movements (walk, run, hop, jump, leap, gallop, slide, and skip)

A4: demonstrate and combine nonlocomotor/axial movements (such as bend, twist, rotate, stretch, or swing)

A5: explore forms of locomotion using other bases of support (such as roll, crawl, cartwheel, or slide)

A6: combine various locomotor forms with directional changes (such as forward, backward, sidewards, diagonal, or turn)

A7: create shapes through movement and move at low, medium, and high levels

A8: demonstrate movements using various pathways (such as straight, curved, zig-zag, twisted, or turning) on the ground and in the air

A9: demonstrate rhythmic awareness by moving to a musical beat and responding to changes in tempo

A10: explore the basic effort actions (such as thrust, press, glide, wring, dab, flick, or slash)

A11: develop kinesthetic awareness (movement perception and muscle sense)

A12: demonstrate concentration and focus while moving

A13: observe and describe movement elements in creative dance studies using appropriate movement/dance vocabulary

BY THE END OF GRADE 8 STUDENTS WILL:

A1: explore and integrate the three elements of dance (space, time, and force) and focus on the relationships of body parts to each other, dancers to each other, and dancers to objects

A2: begin using the following movement skills and explain their underlying principles: alignment, balance, initiation of movement, isolation of body parts, weight shift, elevation and landing, and fall and recovery

A3: discover increasingly complex combinations of locomotor and nonlocomotor movements emphasizing the elements of space, time, and force

A4: respond to rhythmic patterns with accuracy

A5: identify, demonstrate, and combine the basic effort actions

A6: demonstrate increasing kinesthetic awareness, concentration, and focus in performing movement skills

A7: continue to observe and describe movement elements in creative dance studies using appropriate movement/dance vocabulary

BY THE END OF GRADE 12 STUDENTS WILL:

A1: continue to explore and integrate the three elements of dance (space, time, and force) while demonstrating consistency and reliability in performing technical skills

A2: apply the following movement skills and underlying principles: alignment, balance, initiation of movement, isolation of body parts, weight shift, elevation and landing, and fall and recovery

A3: use increasingly complex combinations of locomotor and nonlocomotor movements, emphasizing the elements of space, time, and force

A4: create rhythmic patterns and develop rhythmic accuracy

A5: create and perform combinations and variations in a broad dynamic range

A6: demonstrate kinesthetic awareness, concentration, and focus consistently while moving

A7: demonstrate the ability to remember extended movement sequences

A8: observe and describe movement elements in creative dance studies, using appropriate movement/dance vocabulary and with increased understanding

DANCE

B: Kinesthetic Awareness

CONTENT STANDARD

Students in Wisconsin will use the body as the instrument of expression and use movement as the medium to develop kinesthetic awareness.

Rationale: We respond to the world through our movement. All human activity requires a sense of movement called kinesthetic awareness, the perception of the movement of muscles in space. Dance education begins with this awareness and its creative potential. When students become engaged in body awareness and movement exploration, they learn to recognize and appreciate themselves and others. Education in dance requires a unique synthesis of the science of human motion with the art of dance.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

B1: recognize and apply the laws of motion, such as gravity and momentum, while exploring movement

B2: study efficient principles of movement

B3: develop awareness of body alignment while performing basic movement sequences

B4: develop strength, flexibility, balance, and neuromuscular coordination

B5: develop and value a positive body image

DANCE

C: Improvisation

CONTENT STANDARD

Students in Wisconsin will improvise using movement elements, themes, personal experience, and imagination.

Rationale: We adapt and adjust to our constantly changing environment; we "think on our feet." In a society characterized by rapid change, students need opportunities to respond to changing conditions such as those experienced in dance improvisation. Perceiving, feeling, thinking, testing limitations, brainstorming, creative decision making, and seeking multiple solutions to solving problems with body movement are attributes of the improvisational experience.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

C1: use improvisation to explore, discover, and invent movement

C2: improvise spontaneous dances using poetry, stories, and props

BY THE END OF GRADE 8 STUDENTS WILL:

B1: recognize and apply the laws of motion in challenging movement problems, such as acceleration and deceleration, and turning and balancing in asymmetrical shapes

B2: exhibit control and efficiency while moving

B3: practice correct body alignment while performing increasingly complex movement sequences

B4: increase strength, flexibility, balance, and neuromuscular coordination

B5: continue to develop and value a positive body image

BY THE END OF GRADE 12 STUDENTS WILL:

B1: recognize and apply the laws of motion in sophisticated movement problems

B2: exhibit control and efficiency while moving

B3: practice correct body alignment while performing increasingly complex movement sequences

B4: improve strength, flexibility, balance, and neuromuscular coordination

B5: refine technique through self-evaluation and correction

B6: maintain a positive body image

BY THE END OF GRADE 8 STUDENTS WILL:

C1: use improvisation to explore, discover, and invent movement and to solve movement problems

C2: improvise spontaneous dances that range from free-form to structured studies

C3: respond to various motivational resources such as music, props, costumes, and scenic elements through improvisation

C4: realize the potential of improvisation as a tool for the enrichment of individual and group expression

BY THE END OF GRADE 12 STUDENTS WILL:

C1: use improvisation to explore, discover, and create movement phrases (short movement studies)

C2: use music, props, costumes, and scenic elements to enhance improvisation

C3: realize the potential of improvisation for individual and group expression

C4: use improvisation to generate movement for choreography

DANCE

D: Choreography

CONTENT STANDARD

Students in Wisconsin will create movement compositions based on choreographic principles, processes, and forms.

Rationale: We create movement sequences as we do our daily tasks, such as cooking, cleaning, fixing the car, mowing the lawn, and caring for children. We instinctively devise repeatable, effective movement patterns to give our lives a sense of order. Creating movement compositions allows students to experience the elements of composition: harmony, repetition, sequence, balance, transition, climax, contrast, and variety. By choreographing, students experience the process of generating, rehearsing, presenting, and evaluating a movement product using the principles and forms of movement composition. These include theme and variation, rondo (repeated movement), fugue (theme development), and narrative.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

D1: create a sequence with a beginning, middle, and an end, with and without rhythmic accompaniment

D2: create a dance phrase, repeat it, and vary it (making changes in the space, time, and/or force or energy)

D3: demonstrate the following skills: leading, following, echoing, and mirroring

D4: integrate the basic compositional elements of unity, contrast, repetition, and variety into dances

D5: demonstrate the ability to work effectively alone, cooperatively with a partner, and in small groups

D6: begin to use scientific and/or mathematical concepts to create movement studies

DANCE

E: Critical Thinking

CONTENT STANDARD

Students in Wisconsin will develop critical and creative thinking through their dance experience.

Rationale: In everyday life, we use critical thinking skills when we make movement choices to help us complete tasks efficiently and effectively. In dance, students develop higher-order thinking skills through perceiving, analyzing, and making discriminating choices about the movement images they create. Dance education expands students' vocabulary, enhances their listening and viewing skills, enables them to think critically, and helps them understand the similarities and differences between dance and other disciplines. In turn, practice, study, and evaluation of dance enhance students' movement technique and artistic expression. Practicing attentive audience behavior enables the student to describe movement elements, identify movement choices, and compare works in terms of the elements of space, time, and force or energy.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

E1: identify how dance movement is similar to and different from ordinary movement

E2: observe and describe similarities and differences in basic movement patterns

E3: identify the movement elements in creative movement studies

E4: select and use basic compositional elements to create a short dance study

E5: create a dance project that reveals understanding of a concept or idea

BY THE END OF GRADE 8 STUDENTS WILL:

D1: create short dances exploring compositional elements, such as unison, contrast, abstraction, and repetition

D2: explore advanced compositional processes, such as reordering, retrograde, inversion, amplification, chance, and transition

D3: begin to choreograph, using a variety of compositional forms (such as ABA, a theme-variation-theme pattern; canon, the use of two or more dance parts; rondo; and narrative)

D4: demonstrate the ability to work effectively alone, cooperatively with a partner, and in small groups during the choreographic process

D5: demonstrate the following partner skills in a visually interesting way: creating contrasting and complementary shapes, taking and supporting weight, counter tension, and counter balance

D6: use scientific and/or mathematical concepts to create movement studies

BY THE END OF GRADE 12 STUDENTS WILL:

D1: create short dances exploring advanced compositional elements including unison, contrast, abstraction, and repetition

D2: demonstrate further development and refinement in creating small group dances

D3: choreograph using a variety of compositional forms (such as ABA, canon, rondo, and narrative)

D4: demonstrate increased ability to work effectively alone, cooperatively with a partner, and in small groups during the choreographic process

D5: describe how a choreographer manipulated and developed the basic movement content in a dance

BY THE END OF GRADE 8 STUDENTS WILL:

E1: create movement problems, demonstrate multiple solutions, choose the most interesting solutions, and discuss the reasons for their choices

E2: demonstrate appropriate audience behavior while watching dance performances, and discuss their opinions about the dances with their peers in a supportive and constructive way

E3: compare and contrast two dance compositions in terms of space (such as shape and pathways), time (such as rhythm and tempo), and force or energy (movement qualities)

E4: identify possible criteria for evaluating dance (such as skill of performers, originality, visual and/or emotional impact, variety, and contrast)

E5: create a dance project that reveals increased understanding of a concept or idea

BY THE END OF GRADE 12 STUDENTS WILL:

E1: create a dance and revise it over time, articulating reasons for artistic decisions

E2: demonstrate appropriate audience behavior while watching dance performances, and discuss their opinions about the dances with their peers in a supportive and constructive way

E3: analyze a dance in terms of the choreographer's intent and the possible context of this dance in relation to societal issues such as ethnicity, gender, social or economic class, age, and/or physical condition

E4: discuss and develop criteria for evaluating their work and that of others.

E5: analyze a work of visual art (painting or sculpture) and create a dance based on the analysis

DANCE

F: Communication and Expression

CONTENT STANDARD

Students in Wisconsin will understand the expressive power of dance as a means of communication and understand that it is subject to multiple interpretations.

Rationale: Human communication would be meaningless without movement. Postures and gestures are central to communication. Through dance, students develop their ability to communicate in a way that is different from the written or spoken word or from other visual or auditory systems. Students use movement to communicate and interpret ideas, concepts, and feelings. The student who learns to use the expressive power of dance as a means of communication has acquired a tool that enriches and enlivens all learning.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

F1: discover their potential for communicating through movement

F2: explore and discover multiple solutions to a given movement problem

F3: present dances and discuss how movement choices convey meaning

F4: interpret and react to dance through discussion

DANCE

G: Appreciation

CONTENT STANDARD

Students in Wisconsin will reflect upon and appreciate dance as an art form past and present.

Rationale: We connect with our past and cultural heritage through movement rituals. Dance is linked to the cultural development of every period and has exerted its influence on the social patterns of the past. Subject matter from diverse historical periods and cultures can be used to develop basic knowledge and skills in a variety of styles and forms of dance. Students examine the role and meaning of dance in diverse social, cultural, and historical contexts by studying a variety of dance styles. Dance is an inseparable part of the human journey and is necessary to carry us toward the fullness of our humanity.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

G1: study influential dancers and choreographers

BY THE END OF GRADE 8 STUDENTS WILL:

F1: differentiate between functional and expressive movement

F2: use gesture as a tool to enhance the expressive nature of movement

F3: present dances and discuss how movement choices can convey multiple meanings

F4: use and explain how different accompaniments (such as sound, music, and spoken text) can affect the meaning of a dance

F5: demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance

BY THE END OF GRADE 12 STUDENTS WILL:

F1: formulate and answer questions about how movement choices communicate abstract ideas in dance

F2: create a dance study based on a gesture and then abstract it in several different ways (such as varying the elements of space, time, and force)

F3: reflect and relate how personal experiences can influence one's interpretation of a dance (such as body knowledge or body prejudices)

F4: create a dance that effectively communicates a contemporary social theme

F5: compare and contrast how meaning is communicated in two choreographic works

BY THE END OF GRADE 8 STUDENTS WILL:

G1: study the impact and role of dance throughout history

G2: research influential dancers, choreographers, and styles (such as modern, ballet, square, Ghanaian, Middle Eastern)

G3: keep a journal of personal responses to dance experiences

BY THE END OF GRADE 12 STUDENTS WILL:

G1: examine the role of dance in particular social, historical, cultural, and political contexts

G2: research and discuss the traditions and techniques of a nonwestern classical dance form

G3: analyze how dance and dancers are portrayed in contemporary media

G4: keep a journal of personal responses to dance experiences

DANCE

H: Making Connections

CONTENT STANDARD

Students in Wisconsin will dance to build bridges to other disciplines and cultures.

Rationale: Identifying one's own movement habits and rituals is the first step to understanding and appreciating the cultural lives of others. Education in dance helps students gain a broad cultural and historical perspective and experience the similarities and differences between dance and other subject areas. Dance can also serve to connect the content of language arts, social studies, science, math, and the other arts.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

H1: perform folk dances from various cultures within a historical and cultural context

H2: learn and share a dance from their cultural heritage

H3: utilize community dance resources (such as people, books, or videos)

H4: study dance from a particular culture and/or time period

H5: create a dance project that illustrates a concept shared with another discipline (such as the idea of positive and negative space, a concept shared by art and dance)

H6: respond to a dance using another discipline (such as write a story about the dance)

DANCE

I: Healthful Living

CONTENT STANDARD

Students in Wisconsin will make connections between dance and healthful living.

Rationale: We need vigorous human movement to maintain personal health. Dance education can offer a positive, healthy alternative to the many destructive choices available. Students are encouraged to take responsibility for the care, conditioning, and health of their bodies, thus learning that self-discipline is a prerequisite for achievement in dance and in life. Students need to respect their bodies and to understand that dance is the product of intentional and intelligent physical actions.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

I1: understand how dancing influences healthy living choices

I2: use injury-preventing practices (such as warming-up, safe stretching, safe landing, and cooling-down)

I3: create a warm-up and discuss how that warm-up prepares the body and mind for expressive purposes

I4: explain strategies to prevent dance injuries

I5: recognize dance's potential to foster physical and emotional well-being

BY THE END OF GRADE 8 STUDENTS WILL:

H1: learn from resources in their community (such as people, books, or videos) a folk dance of a different culture or a social dance of a different time period, study the cultural and historical context of that dance, and effectively share the dance and its context with their peers

H2: create a dance project illustrating a concept shared with another discipline (such as the idea of positive and negative space, a concept shared by art and dance)

H3: respond to a dance using another discipline (such as create a dance based on a historical event)

BY THE END OF GRADE 12 STUDENTS WILL:

H1: create a site-specific dance work within the community

H2: create a dance project that integrates two or more disciplines

H3: respond to a dance using another discipline (such as using the principals of physics in a dance)

H4: research another culture and create a dance based on the research

BY THE END OF GRADE 8 STUDENTS WILL:

I1: explain how dancing influences healthy living choices

I2: practice injury-prevention (such as warming-up, safe stretching, and cooling-down)

I3: describe dance's potential to foster physical and emotional well-being

BY THE END OF GRADE 12 STUDENTS WILL:

I1: reflect and describe how dancing influences their living choices

I2: develop a personal warm-up and cool-down incorporating injury-prevention practices

I3: analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media

I4: discuss challenges facing professional performers in maintaining healthy lifestyles

J: Dance and Technology

CONTENT STANDARD

Students in Wisconsin will expand dance horizons through the use of technology.

Rationale: Technology is expanding our horizons and creating new ways to exchange ideas and transfer information. Interesting technologies can attract and motivate students to engage in dance. New technologies make it possible to try out a host of possibilities and solutions. This makes it more important than ever that these tools be used to teach and create in dance. The use of technology increases students' ability to synthesize, integrate, and construct new meanings. Used appropriately, technology can extend the reach of both the art form and that of the learner.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

J1: create a video portfolio of dance studies and performances

J2: create and record audio tapes to accompany dance studies

J3: view videos of dances from other cultures and/or professional dance performances

J4: begin to use computer technology to facilitate dance-related research

J5: use the computer to note or describe a simple dance sequence or composition

J6: create a short dance video

BY THE END OF GRADE 8 STUDENTS WILL:

J1: add to a video portfolio of dance studies and performances

J2: create and record audio tapes to accompany dance studies

J3: view and discuss videos of dances from other cultures and/or professional dance performances

J4: use computer technology to facilitate dance-related research

J5: use a computer to note or describe a dance sequence or composition

J6: create a dance video using technology to enhance the mood of the dance

BY THE END OF GRADE 12 STUDENTS WILL:

J1: continue to create an extensive video portfolio of dance studies and performances

J2: create and record audio tapes to accompany dance studies

J3: view and discuss with greater understanding videos of dances from other cultures and/or professional dance performances

J4: use computer technology to facilitate dance-related research

J5: continue to use a computer to note or describe dance sequences or compositions

J6: create an interdisciplinary project using media technologies (such as video or a computer) that present dance in a new or enhanced form (such as video dance, video- or computer-aided live performance, or animation)

Sample Proficiency Standard

DANCE

A: Motor Learning

CONTENT STANDARD

Students in Wisconsin will recognize, understand, and demonstrate movement elements and skills in dance.

PERFORMANCE STANDARD

A7: **By the end of grade 4, students will create shapes through movement and move at low, medium, and high levels.**

SAMPLE TASK

After experimenting with creating stationary shapes and shapes that move at low, medium, and high levels, compose a movement study using these elements. The movement study should include one stationary shape for each level and two shapes involving locomotion, with transitions and a clear, beginning, middle, and ending.

EXPLANATIONS OF RATINGS OF STUDENT WORK (NOT SHOWN)

Advanced

The student meets the requirements of the movement study and demonstrates originality in choices of shapes and transitions. A variety of space, time, and force elements are well-developed. The student can repeat the sequence accurately, performing with concentration and confidence. The student also exhibits evidence of good alignment, strength, flexibility, and coordination.

Proficient

The student meets the requirements of the movement study. A variety of space, time, and force elements are apparent. The student can repeat the sequence with confidence and exhibits evidence of developing good alignment, strength, flexibility, and coordination.

Partially proficient

Most of the requirements of the movement study are met. Space, time, and force elements need more development. The student can repeat the sequence. The student also attempts to maintain good alignment and exhibits some strength, flexibility, and coordination.

Minimal

Some of the requirements of the movement study are met. Space, time, and force elements are not fully developed. The student can repeat the sequence but lacks concentration. The student does not maintain good alignment or show evidence of developing strength, flexibility, and coordination.

Notes